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17. ABSTRACT (MAX. 250 WORDS)

A summer camp was set up at Agassiz Village, Maine, in 1964, to help develop reading ability for children of Boston public schools. Objectives were to improve each child's reading achievement and related language arts ability. Informal and standardized tests were used to measure results. Physical examinations were given to detect any physical handicaps which might interfere with reading progress. The program served 162 boys of IQ between 75 and 100 from grades 5 through 8. Personnel consisted of 6 specialized instructors and the regular camp staff. Nine diagnostic tests were given to the boys in order to group them for instruction.

Skill areas taught were: phonics, visual memory, sight vocabulary development, oral reading, dictionary work, analytical reading, skimming, and elaborative thought.

A daily schedule was given showing time allotments for all camp activities. Motivation was considered an important factor to the success of the camp. Teaching techniques employed reinforcement of vocabulary and inductive, rather than deductive, methods. A library was provided as well as numerous newspapers, magazines and other materials. A spoken language program using skits, role-playing, choral reading, musical games, and campfire programs was taught with the reading program. Eight lessons are described for the publishing of a camp newspaper.

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ACTION FOR BOSTON COMMUNITY DEVELOPMENT, INC.
and
AGASSIZ VILLAGE SUMMER CAMP FOR BOYS

DEMONSTRATION PROGRAM

in

REMEDIAL READING AND LANGUAGE ARTS

(Summer, 1964)

AGASSIZ VILLAGE CAMP

POLAND, MAINE

Dr. Arthur Miller
Camp Director

Dr. Herbert Simons
Program Director

Dr. Robert Perlman
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Development, ABCD

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June, 1964

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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A. Statement of the Problem

There are many children who are failing to make normal progress in school primarily because of their inability to read adequately. It may be noted that a special program to assist some of these children will be in operation during the coming year in selected Boston public schools. Many of these children come from home conditions which have a negative rather than positive influence on motivation to achieve in and out of school. This program therefore proposes to use a conducive summer camp environment and program of activities to provide a more suitable environmental support to learning. In these new and favorable surroundings each child will participate in a regularly scheduled "formal" instructional program in reading and language arts skills, as well as in the other camp activities, as a means of improving school achievement in reading and language arts.

B. Statement of Objectives

The goals of this program are to improve each child's reading achievement and related language arts ability in the following areas: word skills (word analysis, visual memory, sight vocabulary, use of dictionary, oral and silent reading) and study skills (unaided and aided recall, following directions, skimming, elaborative thinking). Each of these elements is discussed below.

Informal and standardized tests described below will be used to measure the results.

These objectives are based on the belief that in addition to the effects of a non-supportive environment, poor reading is largely of educational origin, and that reading problems can be remedied

through educational procedures. Regardless of differences in socio-economic background, children often have reading difficulties which the traditional methods and materials are unable to alleviate. An individualized reading program for these children will improve their reading achievement.

Designing this type of program begins with a recognition of the most common educational factors which cause reading disability. Recurring weaknesses in reading instruction include:

1. An inadequate background in communication skills to perform the reading task set for the child.
2. A failure to master elements on which later abilities are based, e.g. word attack skills and comprehension skills.
3. Confusions resulting from instruction not correctly adjusted to the level and learning rate of the child.
4. The acquisition of faulty reading habits which impede progress, e.g. lip movements and finger painting.
5. The inability to acquire transfer skills to discover the "system" and generalized abilities that apply to many situations.
6. The lack of student interest in improving reading skills as a result of continued failure in developing reading skills and limited reading pleasure.

Physical factors are not a major cause of reading deficiency. However, they must be detected and provided for since they exist in some cases. The boys will receive physical examinations from their own doctors before going to camp. The camp expects to be apprised in advance of any gross physical disabilities. At camp they will be tested for defective vision and hearing which will be corrected when possible.

C. The Reading Program

The reading program will serve 156 boys. During the first four weeks there will be 162 boys studying for four weeks and 32 who are part of the eight week program. For the final four weeks there will be a new group of 62 plus the original 32 who are taking the eight week course.

Boys selected to participate in the program will live in either Roxbury, the South End or Charlestown. They will have an I.Q. score between 75 and 100; they will be in grades 3-8; they will be 8-13 years of age, and will have a reading score on the California Test of Reading Achievement of one year or more below grade level.

Four reading teachers will conduct the classes which have an approximate 5:1 pupil-teacher ratio. Five 50-minute classes will be held each day, Monday through Friday, and at any given hour there will be between eighteen and twenty pupils and four teachers in the cabin converted to classrooms especially for use by this program.

During the first two days at Camp, each pupil will be given two hours of diagnostic tests on the basis of which he will be grouped according to his ability in specific skill areas. The four week groups will have 17 hours of classes at the end of which they will be retested to note improvement. The eight-week group will be pre- and post-tested to note their improvement after 37 hours of classes in the course of the summer.

D. Personnel:

1. Remedial reading and language arts consultant: a specialist in the two areas selected from one of the local universities who

will assist in the compilation and development of program materials, suggest methods of teaching, and assist in the evaluation of the overall program.

2. Remedial reading teachers: four male instructors who have demonstrated an ability to develop a rapport with children and have both classroom and camping experience. Their duties begin early in May with meetings to develop and organize instructional materials and classes. At camp they will teach five hours a day, five days a week, for eight weeks. They will have daily preparations and will assist in the evaluation of the program.
3. Language arts teachers: two qualified male instructors who will develop and conduct programs of dramatic activities including plays, skits, talent shows, pageants and campfire programs. These will be open to all campers and will include students in the special reading program. The instructors will also direct or assist in the compilation and publication of the camp newspaper for which members of the groups will write articles and cover news events in the camp program.
4. The regular camp staff: they will be used whenever possible to supplement the program.

E. Diagnostic Testing

Once the boys are at camp, they will be given diagnostic testing in groups of twenty to twenty-five. Each group will be tested by a remedial reading teacher to uncover strengths and weaknesses in important reading areas. The tests to be administered are as follows:

1. Listening Comprehension - This is a test in which graded paragraphs are read to the student who then answers comprehension questions. The pupil does not read. Thus this test is considered a good measure of the reading level that the pupil can be expected to achieve.
2. Learning Rate - In the beginning of this test the pupil is taught ten new sight vocabulary words. At the end of the testing session, he is individually tested on these ten words. The number of words remembered is the child's learning rate, i.e. the number of new sight vocabulary words he can successfully be taught each day.
3. Visual Memory - The visual retention of whole words and word parts is tested.
4. Word Attack - This is a test of the following word attack subskills: Auditory discrimination of beginning and ending consonants and blends; short vowel sounds; phonograms; root words; and visual discrimination of homophones.
5. Instructional Level - The pupil orally reads a series of paragraphs graded from first to sixth grade level. The teacher notes the number of words he does not recognize. The pupil's instructional level is the paragraph in which he makes one error per twenty running words. If he makes no errors, the paragraph is too easy, if he makes more errors, the paragraph is too difficult.

The vocabulary level of the books to be read in and outside of class will be determined by performance on this test.

As part of this test a checklist of oral reading difficulties is made. It includes phrasing, punctuation, little word errors and the like.

6. Unaided Written Recall - On the basis of the pupil's instructional level (see 6.), a paragraph is chosen from a series of graded paragraphs. The student reads this paragraph silently and then writes down as much of the paragraph as he remembers.
7. Spelling - This is a test of spelling ability.
8. Basic Comprehension - Functional illiterates, i.e. pupils below third grade reading level, will be distinguished from readers by this test. These pupils will be given the knowledge of letter names test.
9. Knowledge of the Letter Names - The ability to recognize letters of the alphabet as they are named by the teacher. Capitals and lower case letters are tested.

The above tests will be administered on the first two days of camp. On the first day and in the following order, the boys will take the tests in Learning Rate (15 minutes), Visual Memory (5 minutes), Spelling (5 minutes), Listening Comprehension (10 minutes), Basic Comprehension (10 minutes), Instructional Level (5 minutes), and Unaided Written Recall (10 minutes). On the second day they will take the Word Attack (60 minutes) and if necessary the Knowledge of the Letter Names (10 minutes).

F. Grouping

In any group of pupils taking remedial reading, the variation in reading subskills is very great. Thus, in order to provide effective instruction the pupils must be homogeneously grouped to minimize the great variation in reading subskills.

The grouping will be done in accordance with these criteria: (1) general ability (i.e. learning rate and listening comprehension), (2) instructional level, (3) specific skill weakness, and (4) chronological age. It is not desirable to group slow learners with rapid learners in remedial instruction because they will have different rates of progress. Therefore there will be five ability groups of remedial classes of twenty students per group.

Within each class there will be four subgroups, each with five students and a remedial reading teacher. These groups will be formed according to instructional level and specific skill area weakness. Flexible grouping will be provided whenever possible. There will be other subgroups in each class for team learning in skills practices.

G. Skill Areas:

1. Word Skills.

A. Phonics:

1. The phonics program will be based on Speech to Print Phonics, by Durrell and Murphy. Auditory discrimination of consonants, blends, vowels and phonograms will be taught. The program includes applied phonics in which practice in sounds learned is provided, and sight vocabulary is aided because the meaning of words is stressed.

2. Word Analysis cards, a graded series (grades 2-6) of phonics practice cards, employing inductive methods, and team learning, emphasizing meaning, and containing self-directing, self-correcting materials will be used. These too help develop sight vocabulary.
3. A series of crossword puzzles at different grade levels will be used.
4. There will be teacher prepared lessons on structural analysis with emphasis on prefixes, suffixes and roots.
5. An advanced phonics program by L. Indrisano is planned in which phonograms in different positions in words are taught, as is auditory discrimination of syllables.

B. Visual Memory:

The visual memory words will be developed day-by-day. These will be the new words introduced in the day's lesson. They will concentrate on the beginnings, middles or endings of words depending on the students' deficiencies.

C. Sight Vocabulary Development:

The students will be taught a number of sight vocabulary words (or word recognition) each day. The number will be determined by the child's learning rate and the words will come from the story to be read orally and silently that day.

D. Games:

These are motivational activities that revolve around the lesson of the day. As mentioned in the previous section, they will be used when relevant.

Oral Reading:

Reading materials previously mentioned will be used for al reading. Stories will be chosen by instructional level and team arning techniques will be used. Phrasing, punctuation, enunciation, pression, voice and comprehension will be stressed. And, in connction with the language arts program there will be play reading d choral reading.

Dictionary work:

There will be teacher-prepared lessons on the following ctionary skills:

1. Use of diacritical marks
2. Location practice
3. Use of guide words
4. Syllabication
5. Word meaning
6. Multiple meanings
7. Verifying spelling

Comprehension and Study Skills

A. Analytical Reading

1. answering detailed multiple-choice questions
2. finding main ideas
3. unaided oral summaries
4. unaided written summaries
5. outlining
6. following directions

B. Skimming Skills

1. locating information quickly
2. observing general structure of selections
3. classifying materials
4. reading to answer specific questions
5. reading to find the plot of a story

C. Elaborative thinking (The child combines his own experiences with the materials he has read).

1. finding topics and questions suggested by the story
2. finding illustrations of the author's meaning
3. producing different endings to the story
4. drawing inferences and generalizations from the story
5. noting relationships between past and present
6. comparing materials with other situations

The lessons designed to teach comprehension skills will be teacher prepared from reading matter mentioned in the "Materials" section. Each 50 minute lesson will be divided into five segments as follows: phonics - 15 minutes; visual memory - 5 minutes; sight vocabulary - 5 minutes; oral and silent reading - 15 minutes; and study skills - 10 minutes.

H. The Library

The camp library will consist of 200 books chosen to meet the immediate interest of the boys and to broaden their interest. The books will be on a first through seventh grade level but on a fourth through eighth grade interest level. The library will be built around the following areas: sports, nature, Indian lore, astronomy, human

relations, adventure, science, automobiles, mystery, camp fire, and biographies.

The library will be divided into grade levels and the boys will have daily access to it. They will be encouraged to read on their own, and they will be rewarded when they do. One form of inducement will be the printing of their book reports in the camp newspaper.

Community resources will be used to compile the library. The Boston Public Library has been asked to loan books to the camp for the summer.

At the end of each camp session, library circulation cards will be checked to determine the frequency and nature of independent student reading.

I. Scheduling

Please see the daily program on the next page.

DAILY PROGRAM

Time	Activity
7:00 A.M.	Reveille
7:30	Cabin Clean-up
7:45	Colors
8:00	Breakfast
8:45	Campus Clean-up
9:15 *	Reading Class
10:15 *	Reading Class
10:45	General Swim
11:15	Reading Class
11:30	Free period- Counselor's swim
12:20	Dinner
1:15	Rest Period
1:45 *	Reading Class
2:45 *	Reading Class
3:45	General Swim
4:45	Free Period- Counselor's swim
5:30	Retreat
5:45	Supper
6:30	Free Period
7:30	Special Evening activities
8:45	Tattoo - (lights out in Junior Section)
9:00	Taps - (lights out in Middler Section)
9:15	Lights out in Senior Section

Sick Call - Arts & crafts
Athletics - Exploring
Newspaper - Waterfront

Arts & Crafts -Athletics
Exploring - Newspaper
Waterfront - Specials

Fishing - Library
Merry-go-round - store

* There will be 10 minutes allowed for the changing of classes, therefore each lesson will be 50 minutes in length.

The chart below indicates the rotation of the five classes at five levels. The grouping will have been determined by the previously mentioned testing and within these groups daily lessons will be created for specific weaknesses.

The times of the classes have been rotated because variation is considered an educational advantage, also the hour of the day may positively or adversely affect the students, and finally the 11:15 class will miss the general swim that day.

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
9:15-10:15	A	B	C	D	E
10:15-11:15	B	C	D	E	A
11:15-12:15	C	D	E	A	B
1:45-2:45	D	E	A	B	C
2:45-3:45	E	A	B	C	D

J. Motivation

The key to a successful reading program is good motivation. Because of continued failure in the skill areas many children give up hope of making progress. They must feel successful from the beginning of any remedial reading program in order to make the maximum progress.

The following techniques will be used to set up proper motivation for learning:

1. The material must be on the child's reading level. All the material read by the pupil must be on his instructional level as determined in the diagnostic testing. Work below the student's level is boring, and work above his level is frustrating. In either case he will not

maintain the proper motivation. Reading material on his instructional level will assure proper motivation, success in reading and maximum progress.

2. The rate of learning must be paced to suit the child. Each child will progress according to his ability. Homogeneous ability grouping makes this possible. Team learning provides for variations in learning rates which occur in these groups.

3. The reading task must be divided into several separate skills. Small units of instruction must be used tp enable the child to feel that he is reaching a particular goal. Each hour of instruction will have five or six different activities. Each activity will have a specific goal which the child will comprehend then either approximate or accomplish.

4. Achievement must be charted. Each child will have individual records of achievement which he can chart. For example, a child can keep a notebook of the new words learned each day. On a larger scale, each group can chart its group progress.

5. The child must understand the relationship of each specific exercise to his particular need. For example, lip movements during silent reading hinder speed. If a child is made aware of this, he can correct it. As he does the exercises to correct the lip movements, he will understand their purpose and consciously correct his difficulty.

6. There must be a variety of lessons to maintain interest. Each hour will have at least five different activities and these will vary from day to day.

All of the above mentioned principles will be taken into account when the materials are chosen and the daily lessons prepared.

As additional inducement to learn, the boys will be encouraged and rewarded with special felt emblems, and the like. These

presentations for good performance in remedial reading and language arts will take place as part of the all-camp awards program before the entire camp. Thus the boys will be proud of their achievement and further motivated.

K. Teaching techniques and methods:

1. The program will be modified in progress to meet the daily instructional and motivational needs of the pupils. If a child does not master a skill taught one day, the next day that skill will be presented again in a different form. Again, if at the end of the week a child does not remember all the sight vocabulary words, his rate of instruction will be adjusted.
2. Each day's lesson will be integrated so that each skill taught will be related to, and reinforced by, the others. For example, if the word "hockey" appears in the new sight vocabulary for the day, it will also appear in the visual memory training, the quick perception and phrasing sections of the day's lesson. If a game such as "Word Bingo" were played, it would also appear there.

In this way the lesson will be so structured that the child will meet with some success every day. He will be aware of his progress. This structure precludes the use of most commercial material.

3. Whenever possible the lesson will also be related to other camp activities. This integration of the lessons further limits the amount of acceptable commercial material.
4. Inductive rather than deductive teaching methods will be used. For example, children will learn to generalize their own phonics system from the word analysis cards, instead of being presented with a set of phonic rules and exceptions.

5. Team learning will be extensively used. Children of equal ability work together in groups of two and three without an instructor on self-directing, self-correcting material (explained in point g.). This technique is useful for several reasons - first, the children aid each other in learning, secondly they prefer working together, thirdly they get more practice in skills, fourthly each group can move at its own pace, and finally this technique provides for several levels of ability within a class.

   An example of this technique is a situation in which two children alternately read aloud to each other from the same book. When they finish reading, they take a set of comprehension questions provided by the teacher and together work out the answers.

6. Every child will be encouraged to respond. Here each child is given the opportunity to answer every question in group lessons rather than having one child answer at a time. To achieve this each child is given, for example, six cards on which one of these is written "yes", "no", "1", "2", "3", or "4". The questions asked by the teacher are structured so that they may be answered by the child's holding up the correct card, therefore they all respond. (Speech to Print Phonics, discussed under "Materials", uses the every pupil response technique.)

7. Self-directing and self-correcting material is used in conjunction with teaching. The children work in groups of two or three on material which has its own directions which the children can follow. When they finish a lesson, they correct their own papers.

In this manner they discover their own mistakes immediately after the lesson and can correct them immediately. Elaborative thinking exercises, word analysis cards and outlining lessons are examples of this type of material.

L. Materials:

Two criteria have been applied in the choice of reading material for this program. The appeal and interest the material will have for the boys in the group is the first measure. The second is the adaptability of the material to the techniques and methods which will be used. What follows is a list of the materials to be used:

1. Newspapers.

   (a) Statewide newspapers - "Boston Globe", "Boston Herald", "Record American".

   (b) Local community newspapers - "The Roxbury News", "The Pilot".

   (c) The camp newspaper - This will be written in part by the students from the Program.

   Articles of immediate interest such as sports, current events and nature will be stressed.

2. Magazines.

   (a) Hot Rod Magazines

   (b) Sports Magazines

   (c) Science Fiction Magazines

   (d) Mystery and Adventure Magazines

   (e) Nature Magazines

3. Games (Commercial as well as teacher prepared games will be used.)

   (a) Phonic rummy

   (b) Sight vocabulary baseball

(c) Wordo

(d) Crossword puzzles

(e) Rolling readers

4. Materials from unpublished masters and doctoral theses.

(a) Poems and other material for choral reading.

(b) Thirty self-directing, self-correcting outlining lessons.

(c) Thirty elaborative thinking lessons.

(e) Ten lessons in following directions.

5. Stories from books that are in the camp library. (see "Library" section)

6. Commercial readers and workbooks. (All of these are designed to teach a number of different skills.)

a. Turner-Livingston Readers (Grades 4-5)

b. Rochester Occupational Reading Series (Grades 4-5)

c. Readers' Digest Skill Builders (Grades 1-2)

d. Standard Test Lessons in Reading (Grades 3-6)

e. Gates-Pearson "Practice Readers" (Grades 1-2)

f. Webster "New Practice Readers" (Grades 2-4)

g. Men in the Armed Forces (Grades 1-3)

h. Thirty Plays for the Elementary School (Grades 3-6)

7. Phonics Materials

a. Speech to Print Phonics- Durrell and Murphy

b. Word Analysis Cards A,B,C.

c. Advanced Phonics Program - Indrisano

8. Dictionaries

M. Teacher Training Program:

The teacher training program will be divided into two parts; pre-camp and at camp.

A. Pre-Camp - The teachers will meet regularly starting two months before camp. Each meeting will be 1-2 hours long. The professional books to be studied by teachers are Improving Reading Instruction by D.D. Durrell and How to Increase Reading Ability by Albert J. Harris.

The topics to be covered at the meetings are as follows:

1. General description of program
2. Discussion of general principles of remedial reading
3. Motivation and teaching techniques
4. Materials
5. Word Skills
6. Study Skills
7. Testing and grouping
8. Preparation and evaluation of sample lessons

The number of meetings will depend upon how long it takes to cover the topics. Approximately four or five meetings should be adequate.

B . At Camp - During the period at camp before the children arrive the following will take place:

1. General orientation to the camp
2. Preparation of lessons
3. General review of program
4. preparation for testing

While the program is in progress there will be individual meetings with teachers to make suggestions and discuss problems. Also there will be weekly or biweekly meetings with the entire group to discuss the program in general and to make suggestions for improving it. Teachers will be encouraged to share their experiences with each other at these meetings.

THE SPOKEN LANGUAGE PROGRAM

. OBJECTIVES

This aspect of the Language Arts program stresses improved chievement in using the English language, hearing it, and speaking nd singing it correctly. It is designed to increase verbal pro-.ciency, interpretation, pronunciation, enunciation, inflection, peech rhythm, pacing, and speech patterns.

. PROGRAM

In order to implement these objectives the campers will partici-ate in short skits, role-playing, choral reading, musical games, usical play, dramatic productions, campfire and sing programs.

The program will be organized into two, four week segments, each egment different and mutually exclusive, so that those children taying the whole summer, as well as those staying for only one month, an participate at all times.

All groups will have essentially the same format, varying only i reading level. In all activities in which reading is involved, ie material will be coordinated with the Remedial Reading program o provide mutual reinforcement.

. METHODS AND MATERIALS

, Compulsory Activities - The groups will meet at the same time ntervals as the remedial reading groups.

(a) Skits

(1) Reading and acting out of short, published, royalty-free plays and skits, specifically written for the various ages and reading levels. The following plays will be used, written in reading levels from the low primary grades to junior high school:

Robin Hood in Sherwood Forest	14 characters
A Message from Robin Hood	13 characters
Jiminy Cinders	8 characters
The Half-Pint Cowboy	23 characters
The Million Dollar Recipe	6 characters
Your Money or Your Life	4 characters
There's Talent Tonight	9 characters
The Inventor's Clinic	5 characters
The Publicity Expert	5 characters
The Mayor	7 characters
The Mad Doctor Zing	6 characters
No Order in the Court	6 characters
Athletes All	11 characters
Herman's Temptation	5 characters
The Big Melodrama	6 characters

(2) Another facet of plays and skits will be acting out and/or reading of plays and skits made up by members of the group.

In both (1) and (2) the boys will first read the play or skit, simultaneously discussing and interpreting the action. The characters will then be selected, and they will read through their parts while the other boys comment and criticize. Boys will get an equal chance to act in the plays, both by rotating the casts of the same play, and by doing three or four short plays during each session.

(b) Role-playing

Role playing of unwritten material will be used. In these situations the language arts instructor will present the group with a problem situation involving children in some way. Then, some of the boys will be asked to play the parts of the various individuals in the situation, according to what they think the individuals should say The boys portray the character any way they wish, as long as they stick to the basic situation proposed. This method will be useful in that it will provide a chance for the boys to realize the importance of language as communication.

(c) Choral Reading

For choral reading the campers are arranged according to voice level, as one might arrange the high and low sections of a choir.

Members of the group then interpret poems by the inflection of their voices. Such poems as "The Runaway," "The Snowman's Resolution," "Mr. A. Giraffe," "Father William," "Casey at the Bat," and "O Captain, My Captain" will be used.

(d) Specific Programs and Skills

Each group of about 18 boys will meet twice a week for four weeks, thus making a total of eight meetings. The outline of meeting programs and the skills involved follows:

MEETING	ACTIVITY	SKILLS INVOLVED
1.	The group will read over three skits, The Mad Doctor Zing, No Order in the Court, and The Big Melodrama. They will have the opportunity to ask about and discuss the plays, and to get to understand them fully.	Reading, interpretation of written word, comprehension.
2.	The three plays have 18 parts, and one part will be assigned to each boy. They will then act out the plays. Emphasis will be on interpretation.	Reading, interpretation, visualization of the written word, enunciation, pronounciation.
3.	Plays will be rotated, and again acted out. This time emphasis will be on pronounciation and enunciation.	Pronounciation, enunciation, visualization.
4.	Plays rotated again, with the boys acting the parts in the remaining play. The plays will be acted out again, this time with emphasis on oral inflections.	Everything in the above two meetings, plus oral inflection.
5.	Role-playing. Situations will be developed, one involving school, one involving home life, and one involving camp. Parts for characters will be created. Questions will be answered.	Seeing words in meaningful contexts, as a part of communication
6.	The roles and situations developed during the previous meeting will be acted out and discussed by group.	Same as above, with emphasis on utilization of words and selection of words to fit meaning.

7.	Choral Reading. The poems mentioned above will be used. This activity may be continued during voluntary sessions, if successful.	Speech pacing, rhythm, speech patterns.
8.	During this final meeting, the best play, role situation or poem that was done during the month will be perfected for presentation at the banquet.	

During the second month, the same essential procedure will be followed, except that the plays, skits, role situations and poems used will be different.

2. Voluntary Activities - ABCD campers will be encouraged to participate by the Language Arts instructors, the Remedial Reading teachers, and the counselors.

(a) Musical Games - These consist of popular musical and rhythmic games, such as musical chairs, name the tune, and lion and bear hunts. The hunts are used for getting the children to repeat words in a rhythmic pattern. These games will assist the verbally under-achieving children to increase word power.

(b) Talent Shows - Children will be encouraged to present any type of musical act, skit, monologue or other presentation, and are assisted in the preparation of their acts. The language arts and remedial reading instructors will assist in discovering whether or not students have any talent or skill practical for presentation. Campers will be assisted in perfecting and polishing their routines by the Language Arts instructor.

(c) Dramatic Productions and Musical Plays - There will be elaborate productions staged for presentation at banquet nights

once each month. They will require rehearsing and memorization of words and music. Productions will be selected and/or altered to provide parts for any children who want to participate regardless of talent.

Also, larger productions will be evolved from one or more of the plays and skits that the ABCD campers will be preparing during their afternoon language arts periods.

(d) Sings and Campfire Programs - Large numbers of campers get together around a piano or a campfire and perform. During sings, traditional camp songs, folk songs, and old favorites are sung. During campfire emphasis is placed upon non-musical recitation of such things as war chants, invocaticns of the gods, tall stories, and the like. The campfires and sings will be particularly useful for the ABCD camper who will prepare material in class and then present it to the whole camp on these occasions.

(e) Time Schedule and Skills Involved in Voluntary Activities

ACTIVITY	TIME	SKILLS INVOLVED
Musical Games	Daily, during first and third week of each month, 2:30-3:45	Speech pacing, rhythm, pronounciation, enunciation, verbal recognition of written words.
Talent Shows	Daily, second and fourth weeks of each month, 2:30-3:45	All those above, as well as oral inflection and interpretation.
Dramatic Productions	Daily, 11:00-12:00, first and second weeks of each month	Oral interpretation, verbal comprehension, meaning, and visualization.
Musical Plays	Daily, 4:00-5:00, first and second weeks of each month	All of the above, plus, speech pacing and rhythm.
Sings	7:30-8:30 P.M., twice a month	Pacing, rhythm

Campfires	7:30-8:20 P.M. twice a month	Oral inflection, enunciation, pronounciation, comprehension.
Musical Chorus (optional)	11:00-12:00 daily, third and fourth week of each month	Pacing, rhythm, comprehension.

The circulation editor will have charge of getting volunteers for the distribution of the paper on banquet night and obtaining a crew to fold, stamp, and address newspapers for mailing.

The production editor will work with the production advisor and aid in the production of the paper. He will have charge of getting volunteers for assembling the paper.

There will be three assistant editors who will give aid to the other editors the newspaper advisor and the production advisor when help is needed. These editors will also have charge of a column called "Village Has Visitors", which is devoted to all camp visitors.

C. METHODS AND MATERIALS

The program will consist of instruction and practice in the following areas:

1. News writing based on an interview
2. News writing based on personal observation
3. Fact and opinion
4. Advertisements
5. Visual Memory
6. The publishing of a newspaper, "Ye Village Crier", a bi-weekly publication distributed to every villager at banquet night.
7. Making a tape recording to be used with slides of the camp for advertising and recruitment purposes.

Eight lessons have been planned, each divided into two instruction activity sessions to develop the specific skills to be learned in this program. These skills are:

1. Learning to ask questions. (Lessons 1, 2, 4, 5, 6, 7, 8)
2. Listening and taking notes. (Lessons 1, 2, 3, 4, 5, 6, 7, 8)
3. Summarizing (Lessons 2, 3, 4, 5, 6, 7, 8))

4. Writing notes as someone speaks in class and Writing from one's own notes. (Lessons 1, 3, 4, 5, 6, 7, 8)
5. Writing from the discussions of others in the group (2, 3, 4, 5, 6, 7, 8)
6. Oral reading to other (Lessons 2, 3, 4, 5, 6, 7, 8)
7. Proof-reading (Lessons 2, 3, 4, 5, 6, 7, 8)
8. Use of dictionary (Lessons 2, 3, 4, 5, 6, 7, 8)
9. Skimming and silent reading (Lessons 2, 3, 4, 5, 6, 7, 8)
10. Learning and writing the difference between fact and opinion (Lessons 3, 4, 5, 6, 7, 8)
11. Use of audio/visual materials (Lessons 7, 8)
    a. Visual memory for objects
    b. Writing from description and pictures

Lesson #1

First half - Introduction. The atmosphere of a City Desk will be created.

The purpose of the village paper,,"Ye Village Crier", will be explained and six editors will be chosen for specific duties as previously mentioned. Several newspapers will be introduced as references for the students to use in finding examples of material covered during previous activity periods.

Second Half - News writing - the interview. The student will be exposed to the job of reporting, gathering news, and asking questions of the individual to be interviewed. He will be instructed in the importance of having the questions prepared ahead of time, with an understanding that a news item should tell "Who, When, Where, What, and Why". He should know - "Whom he will interview; Where he will interview; When he will interview; What he will ask and Why he will ask these questions as well as Why he chose this individual.

The interview will be either about a person or about some phase of camp life in which the person is involved. The students will work in groups of three and the assignment will be to interview counselors, staff, staff wives, maintenance personnel, workers, or other campers before the next class meeting. He will take written notes on the interview.

Lesson #2

First half - Writing the news item from the interview.

Each student will write his article from his notes. Then the student will work with the other two in his group. Each will read his article to the others in his group and together they will choose the best of each article and compose one article, making it as brief and complete as possible. The articles will be used for the first edition of "Ye Village Crier".

Second half - How to Read a Newspaper (or - What a Newspaper Contains)

The students will be instructed in the importance of newspapers, where to locate information in the newspaper, and how a newspaper is a useful tool in finding information.

Lesson #3

First half - Fact and Opinion.

Examples of fact and opinion will be presented so that the student will be exposed to the difference between each. The student will practice reading and writing examples of fact and opinion and will use a newspaper to search for examples of each.

Second half - Straight fact writing (news item) based on observations and use of straight facts.

The student will work in his group and observe a particular activity or event. He will take notes and keep in mind to eliminate opinion and

to write facts.

The assignment will be to observe an activity at the Village, to take notes on his observation and to plan to write an article at the next meeting of the class.

Lesson #4

First half - Writing the news item from the observations.

The student will write his article from his notes and read the article to the others in his particular group. As with the interview, the three students in each group will pick the best of the three articles and write one article, making certain to include only the facts. The article will also be geared to brevity and completeness, and will be published in "Ye Village Crier".

Second half - Opinion.

The knowledge obtained about fact and opinion will be put to further use by finding out how facts may be combined with opinion wit to write an article. The stress will be on opinion without the elimination of facts, to create editorials, features, and columns. The students will be assigned to do another interview or to observe another event, and to take notes for the preparation of an article based on opinion and fact.

Lesson #5

First half - Writing the opinion type article

The student will write an article from his notes of an interview or observation and in his assigned group he will read his article. The group will write one article based on the facts they have found and include opinions which they feel will make a story interesting for others to read.

These articles will be used as editorials, features, or columns in

"Ye Village Crier".

Second half - Advertisements.

The students will be instructed in the importance of advertising - to the producer, the consumer and the newspaper. They will see demonstrations of how advertisements are made up of expressions or phrases to catch the reader's eye. Observation and discussion of advertisements in newspapers will be employed during this period.

Each group of three will be assigned the job of preparing an advertisement of some particular phase of camp life or camp activity.

Lesson #6

First half - Writing the Advertisements.

Each student will write and advertisement and then work in his group to produce one ad which each member agrees is the best.

The advertisements will be used in "Ye Village Crier".

Second half-

Review of interviewing, straight news writing from observation, opinion and fact writings, and advertisements. The students will be assigned to work in their groups to further develop an article of their choice for the purpose of developing the skills previously learned and to produce more articles to be used in "Ye Village Crier".

Lesson #7

Program with slides of the camp.

Each student will write a brief paragraph of what he sees on the screen. The purpose will be to allow the student to do on-the-spot impression writing and simultaneously gain material to be used in "Ye Village Crier" and in making a tape recording to go along with the pictures of the camp village.

First, a slide will be shown and as a group, the class will discuss what they see. During the showing of the next few slides, the students will write while viewing. The third step will be the showing of a slide for about one minute then a discussion of the slide followed by the writing of what was seen and discussed. To see how many objects can be remembered, the last step will be a one minute showing of a slide, after which the students will write their materials.

Lesson #8

The Villagers will tape the material written from observations of the Village slides.

The period will end with a complete review of news items (interviewing), news items (observation), fact and opinion articles, and advertisements.

AGASSIZ VILLAGE - ABCD

ITEMS	ABCD	AGASSIZ VILLAGE
Camperships		
124 - 4 week campers	$19,840	
32 - 8 week campers	10,240	
Camp Project Coordinator	1,200	
Material and Supplies		$ 1,000
Special Instructors		
3 Remedial Reading Instructors @ $600 each		1,800
2 Language Art Instructors @ $600 each		1,200
Program Development	255	300
Sub-Total	$31,535	$ 4,300
TOTAL		$35,835